

## **Thornton Primary School Accessibility Plan 2022- 2025**



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**Approved by the Governing Body on  
8<sup>th</sup> December 2022**

### **Purpose of the Plan**

To illustrate how, over time, Thornton Primary School will continue to develop the accessibility of the curriculum, environment and information of the school for all pupils, staff, parents and visitors including those with disabilities.

### **Definition of Disability**

A person has a disability if he/she has a physical or mental impairment that has a substantial and long-term adverse effect on his/her ability to carry normal day to day activities.

#### Sources of Data:

- Statistical First Release for SEND 2021/22 for national data
- Provision Map for Birmingham local authority data
- SIMS for Thornton Primary School data
- Target Tracker and SEND Toolkits to track the progress of individual SEND pupils

#### Overall

##### SEND List – Autumn 1 2022

	SEND List 2022-23				
	Year 3	Year 4	Year 5	Year 6	Total
Education, Health and Care Plan	2	1	2	3	8
SEND Support Provision Plan	2	1	0	0	3
Formal diagnosis	8	9	5	10	32
Pending diagnosis /Monitoring for SEND	2	4	0	1	7
SEND Support	25	20	26	33	104

Our current **SEND list** identifies 104 pupils from school roll of 510 which is **20.4%**.

The 2021-22 national figure for pupils with SEND in primary schools was 15.3%.

The 2021-2022 local figure was 16.7%.

The number of pupils that have an identification of SEND continues to increase over time.

Nationally, 4.0% of all pupils with SEND in state primary schools have an **EHCP**, whilst Thornton Primary School has **7.6%** (almost double).

Nationally, 12.6% receive **SEND Support**, whilst Thornton Primary School has **18.8%** (significantly above).

**Target Tracker** is used at Thornton Primary School to track the progress and attainment of ALL pupils.

49.5% of SEND pupils are making expected progress (1 step per half term) on Target Tracker

26.2% of pupils have not made 1 step progress and their progress is tracked using the SEND Birmingham Toolkits

24.3% of SEND pupils have missing data that is being established at the time of this report.

**Provision Map** is the tool used by Thornton Primary School to evidence targeted provision.

100% of SEND pupils who receive targeted intervention evidenced on Provision Map made expected progress in Autumn 1.

Type of SEND	Year 3	Year 4	Year 5	Year 6	Total
Moderate Learning Difficulties (MLD)	3	6	15	16	40
Autistic Spectrum Disorder (ASD)	7	8	3	5	23
Speech, Language and Communication Needs (SLCN)	10	3	6	8	27
Social, Emotional and Mental Health (SEMH)	3	3	1	1	8
Specific Learning Difficulties (SpLD)	0	0	0	1	1
Severe Learning Difficulties (SLD)	0	0	0	0	0
Physical Disability/Sensory Needs	0	0	1	2	3

#### Basic Needs

Thornton Primary School's most frequent type of SEND need is Moderate Learning Difficulty compromising of 38.4% of SEND support.

This means that most common need for our pupils that have SEND needs can be met by high quality teaching and differentiation for individual pupils.

The second most common area of need is Speech Language and Communication Needs (SLCN) at 25.9%. This is the most common need nationally. Weekly support by the Speech and Language Therapist, targeted interventions using Wellcomm delivered by specialist SEND support, and teaching staff will support pupils with this need.

The most common type of need among pupils with an EHC plan at Thornton Primary School is Autistic Spectrum Disorder (ASD) compromising of 62.5% of total EHCPs.

## Contextual data for pupils with SEND

### Gender

	Male	Female
Year 3	15	10
Year 4	19	1
Year 5	17	9
Year 6	23	10
Total	74	30

Of those pupils with SEND and receiving **SEND support**:

- Nationally, 63.5% are boys and 36.5% are girls.
- At Thornton Primary School, 71.1% are boys and 28.8% are girls.

There are significantly more boys that receive SEND support than girls.

Of those pupils with an **EHCP**:

- Nationally, 72.8% are boys and 27.2% are girls.
- At Thornton Primary School 37.5% are boys and 62.5% are girls.

There are significantly more girls with an EHCP than boys.

### Pupil Premium

	Pupil Premium	Non-Pupil Premium
Year 3	0	25
Year 4	9	11
Year 5	13	13
Year 6	17	16
Total	39	65

Of those pupils with SEND and receiving **SEND support**:

- Nationally, 36.4% are Free School Meals (FSM)
- At Thornton Primary School, 37.5% are Free School Meals (FSM) – this is inline with national.

Of those pupils with an **EHCP**:

- Nationally, 39.7% are Free School Meals (FSM)
- At Thornton Primary School, 25% are Free School Meals (FSM)

At Thornton Primary School, non-pupil premium pupils with SEND are doing significantly better than pupil premium pupils with SEND.

### **Exclusions**

Nationally, pupils with SEND account for almost half of all exclusions.

The number of pupils with SEND who have been given a fixed term exclusion this academic year is 2. Both children receive SEND Support and have a SEND Support Provision Plan.

## Accessibility Planning Objectives (for anticipatory reasonable adjustments)

The school building is an amalgamation of several additions to the original 1930's build, with interior corridors being added on and additional classrooms built as required. The most recent addition was an inclusion and pastoral room known as the Chatterbox Room. This is the most fully accessible part of the school with a lift to the first floor, dual height handrails on the stairs, a disabled toilet and wider doorways. During its additions and refurbishments, the school has made attempts to increase physical accessibility through ramps being fitted although the original classrooms still have interior steps and restricted floor space in some instances.

### **School: Thornton Primary School**

The priorities for the Accessibility Plan for our school were identified by:

- **The Governing Body**
- **Headteacher**
- **SENDCO/Inclusion Manager**
- **Site Manager**

**Dates: From April 2022 to April 2025 (3years)**

### **Objective 1: Increasing the extent to which everyone can participate in the school curriculum.**

Target (Intent)	Strategies (Implementation)	Timescale	Responsibilities	Success Criteria (Impact)
To ensure Quality First teaching for ALL Pupils.	Co-construction of Year Group Overviews from specialist SEND support.	At least one formal annual review	HOY, SENDCO, Subject Leaders and specialist agencies	Year group yearly overviews include special assemblies to celebrate differences within the community. Themed days/raising awareness weeks for specific SEND needs. CPD opportunities from specialist services for subject leaders/HOY (Dyslexia, SLCN)
	SENDCO to attend planning meetings to support short-term planning.	On-going, responsive to specific needs	SENDCO	Short-term planning explicitly shows differentiation by task,

	<p>Personalised curriculum for pupils with complex needs, pupils with a SSPP and EHCP.</p>	<p>On-going, responsive to specific needs. Greater focus during transition periods</p>	<p>SEND Team, external agencies</p>	<p>adult support, outcome, task, resource/presentation and feedback. SEND pupils books will clearly show that appropriate scaffolds are being used to achieve learning outcomes.</p> <p>SENDCO and SEND TAs will lead tailored planning meetings to support pupils with complex needs. Annual EHCP/SSPP reviews will evaluate provision in addressing long term and short-term outcomes. Pupil books will show evidence of an individualised curriculum.</p>
	<p>Whole-school CPD to develop inclusive teaching and learning approaches.</p>	<p>On-going, responsive to specific needs</p>	<p>SENDCO, external agencies</p>	<p>Staff will increase their knowledge around inclusive practice to ensure all SEND pupils continue to make good progress from their starting points.</p>
	<p>Targeted CPD to meet the needs of specific SEN needs.</p>	<p>On-going, responsive to specific needs</p>	<p>SEND TEAM, external agencies</p>	<p>Tailored CPD to be offered to HOY/CT based on the SEND needs within their year group/classes (ASD - 20, HI – 1 pupil, VI, PD – 1 pupil, DLD – 2 pupils)</p>
	<p>Transition package in place.</p>	<p>Transition period – Summer term</p>	<p>SEND Team</p>	<p>Early transition will be offered to pupils who will need additional support preparing for change. The transition package will enable a smooth transition by easing parent/pupil anxieties, building positive relationships with unfamiliar adults and</p>

	Staff use Provision Map to track SEND pupil progress.	On-going Formally on a half-termly basis	All staff, SEND Team	<p>understanding new expectations.</p> <p>Monitoring on provision Map will show that all SEND pupils are making good progress when reviewing Learning Plans and Interventions.</p> <p>All SEND pupils will have a Pupil Passport providing an overview of their needs, strengths and difficulties.</p> <p>SEND toolkits will be shared on Provision Map to enable all staff to track pupils' progress across each core subject.</p> <p>Assessments and reports completed by external agencies will be shared on Provision Map to support the planning process and delivery of teaching.</p>
To further develop the whole-school curriculum to ensure it includes examples of disability and learning difficulties.	Themed days or weeks reflecting a particular disability.	At least one formal annual review	SLT, Subject Leaders, SEND Team	<p>Year group yearly overviews include themed days/special assemblies.</p> <p>Staff and pupils will be more familiar with diverse disabilities</p>
	PHSE lessons to represent diversity by including examples/images of SEND	On-going	PSHE Leader, SENDCO	<p>PSHE topics exploit opportunities to represent SEND in a positive manner.</p> <p>Pupils will have an increased understanding of SEND needs that challenges stereotypes.</p>
	SEND parent coffee mornings focused on curriculum, accessibility, etc.	Once a term	SEND Team	<p>Parent/pupil voice will be used to further develop the curriculum further to ensure it is more inclusive.</p>
	Pupil conversations/questionnaire	On-going	SEND Team, Teaching Staff	<p>Positive representation of SEND will increase pupil knowledge</p>



	School library has a selection of books about SEND and disability for children to access.	On-going	SEND Team, English Leader	and promote an inclusive school community.
To ensure that pupils have equal access to extra-curricular activities.	All facilities outside the classroom environment are appropriate and accessible.	Site Manager, SENDCO	On-going	Ensure that ramps/stairs within the school are identified using colored tape; ensure the disabled toilet is in complete working order; ensure stair chair, bed used for personal care is checked regularly.
	Off-site visit risk assessments to ensure that SEND pupils can participate in activities.	HOY, Teaching staff,	Prior to an off-site visit	Risk assessments clearly identify pupils with SEND, including additional provision being made to ensure they can participate fully in all activities.
	Access to safe spaces within the school.	SENDCO	On-going	Regulated use of safe spaces around the school.
	Information in the physical environment promotes independence.	Site Manager, SLT, SENDCO	On-going	Communication in the environment exploits the use of visual cues.

**Objective 2: Improving the physical environment so everyone can take advantage of education.**

Target (Intent)	Strategies (Implementation)	Timescale	Responsibilities	Success Criteria (Impact)
To ensure that the physical environment can be accessed by ALL pupils.	Adaptations will be made to the environment to overcome sensory issues.	On-going, responsive to specific needs	SENDCO, teaching staff, external agencies	Key staff will conduct a sensory audit as part of the graduated approach which will be enhanced at key transition points.

	To increase the visibility of internal steps.	Autumn 2022	Site Manager	Increased visibility of external steps will promote safety and independence.
	To investigate pedestrian access to the main site via Thornton Road.	Autumn 2022	Site Manager	Pedestrian crossings will ensure road safety for pupils with SEND.
	To have access to disabled toilets.	Autumn 2022	Site Manager	Disabled toilets will be checked regularly to ensure they are in full working order.
	Access to a designated car park space.	On-going	Site Manager	Car spaces reserved to secure access to the car park.
	Access to the lift.	On-going	Site Manager	Lift will be checked regularly to ensure they are in full working order.

To ensure we review and develop personal care management within the setting.	Identified staff to manage personal care needs of identified pupils.	On-going and during transition periods	SENDCO, School Nurse	Pupils with personal care needs will be supported daily in school by designated members of staff that have had the necessary training.
	Devise personal care plans.	Annually – September/October	School Nurse	Care Plans will be devised for pupils on an annual basis and will be reviewed/adapted regularly.
	Review personal care equipment.	On-going	PD Services, School Nurse	Personal care equipment will be checked regularly internally, and advice will be sought by PDSS if specialist technical support is required.
	To access support and training from the Physical Difficulties Support Service (PDSS).	On-going, responsive to specific needs	SENDCO, Teaching Staff	PDSS service accessed and appropriate support provided successfully.
Use of assisted technology and specialist equipment to support access for VI, HI and PD pupils.	Regular safety checks of equipment carried out by staff on-site and specialist agencies upon their visits	On-going	External Agencies, All Staff	Specialist equipment will be checked regularly internally, and advice will be sought by PDSS if specialist technical support is required. Staff are trained to provide daily checks.
	Ensure pupils with PD have access to wider curriculum opportunities	On-going	Teaching staff, SENDCO	Access opportunities shared by Access to Education.

	Extra care and considerations are made for off-site visits.	On-going	HOY, Teaching Staff, SENDCO	Staff will carefully consider SEND pupils safety taking into consideration their specific SEND needs. Staff will share relevant documents such as Pupil Passports, Care Plans and individual risk assessments.
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**Objective 3: Improving the delivery of information so that it is accessible to everyone.**

Target (Intent)	Strategies (Implementation)	Timescale	Responsibilities	Success Criteria (Impact)
To ensure information on the school website is easily accessible.	SEND tab on the school website to present information in an easy to digest format.	Review on-going	SENDCO	SEND and Inclusion page on the school website. Reviewed annually.
	Offer adapted paper copies of SEND information report, SEND policy and Accessibility Plan to parents.	Review on-going Upon request from staff and parents	SENDCO	Policies are reviewed with staff and parents formally on an annual basis.
	Utilise the use of bilingual staff to translate to parents that are EAL for parents evening and SEND reviews.	upon request from staff and parents	SENDCO, Teaching Staff	Bilingual staff are willing to translate on a need's basis.
To promote parental involvement when reviewing policies and documents in relation to SEND.	Offer informal and formal opportunities for gathering parental voice.	On-going	SENDCO	SEND team are visible on the school gates in the morning and after school. SENDCO shares her email and encourages parents to contact the school via

	<p>Encourage an open-door policy.</p> <p>Host SEND coffee mornings.</p>	Termly	SENDCO	<p>phone to discuss their child's SEND.</p> <p>SEND Coffee mornings planned with a focus and are used to enhance parent engagement and involvement.</p>
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